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ABSTRACT

This evaluation documents the progress made by the Paseo Academy of Fine and Performing Arts Magnet High School (Kansas City, Missouri) during its second year of implementing the arts theme. The evaluation covers four primary areas: demographic data, implementation, perceptions, and achievement. With the entering class of ninth graders during 1990-1991, enrollment at Paseo Academy consisted of the ninth and tenth grades. Total enrollment was 63% below program capacity, and approximately half the students enrolled last year did not return. Teacher perceptions showed moderate improvement in satisfaction with theme implementation and infusion; however, considerable dissatisfaction was reported in several critical areas. Student perceptions were indicative of increased satisfaction and involvement in theme courses and activities. Yet, two-thirds of the students did not enroll in theme-related courses. Parent satisfaction with Paseo Academy, the program, its staff, and their children's magnet experience improved considerably from the previous year. Test scores generally showed students scoring above district norms. Disparity between the scores of minority and non-minority students existed. A number of recommendations are made in the report, and an appendix listing arts-related activities carried on at the Academy also is included. (DB)

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Formative Evaluation
of the
Paseo Fine and Performing Arts
Magnet High School

1990-1991

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The School District of
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August 1991

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Formative Evaluation of the Paseo Fine and Performing Arts Magnet High School

1990-1991

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August 1991

Evaluation Office
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The School District of Kansas City, Missouri

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Executive Summary

The Paseo Academy of Fine and Performing Arts Magnet High School completed its second year of operation as part of the Kansas City, Missouri School District's *Long-Range Magnet School Plan*. This formative evaluation documents the progress made by Paseo Academy during the second year of implementing the arts theme.

The first year of implementation included ninth grade only. With the entering class of ninth graders this year, enrollment at Paseo Academy consisted of the ninth and tenth grades. Total enrollment was 63% below program capacity, and approximately half the students enrolled last year did not return. Also, the desegregation goal of 60% minority and 40% non-minority students for each grade was not met, although ninth grade was within 2% of the goal. Tenth grade minority enrollment was 12% below desegregation guidelines.

Teacher perceptions showed moderate improvement in satisfaction with theme implementation and infusion. Considerable dissatisfaction was reported in several critical areas: (1) student achievement, placement, and the absence of minimum academic requirements for eligibility to participate in theme activities, (2) school climate and staff relations, and (3) discipline.

Student perceptions were indicative of increased satisfaction and involvement in theme courses and activities. Yet, two-thirds of the students did not enroll in theme-related courses. Less than half reported assistance from the counselling office in planning their career at Paseo Academy. Participation in theme programs, contests, performances, etc. increased from last year, however. Generally, students found class work challenging, both regular and theme, and expressed enjoyment of the theme.

Parent satisfaction with Paseo Academy, the program, its staff, and their children's magnet experience improved considerably from last year. More parents expressed discontent this year as compared to last in the progress their child made in basic skills. Over a third of parents would welcome greater emphasis in academics. Nearly all parents chose Paseo Academy because of the magnet theme.

TAP test scores improved compared to last year, especially for the tenth graders. All non-minority students scored above the national and district norms in the TAP subtests of reading, written expression, and math. District norms were exceeded by tenth grade minority students in the subjects tested, and in math by ninth graders. Minority TAP scores remained below the national norms. DRP scores were indicative of ninth graders having reading skills

above the district norms. Instructional level MMAT scores for tenth graders were above the district averages, but below the state averages.

FORMATIVE EVALUATION
OF THE
PASEO ACADEMY OF FINE AND PERFORMING ARTS

1990-1991

Introduction

The Paseo Academy of Fine and Performing Arts Magnet High School (or Paseo Academy) completed the second year of implementation of the magnet theme as part of the *Long-Range Magnet School Plan*, hereafter referred to as the Long-Range Plan (Hale and Levine, 1986). The first year enrolled only ninth graders, and the class of ninth graders who entered this year brought enrollment to include ninth and tenth grades. The school continues operations in the West High School while the new facility is being built. A completion date of August, 1992 is projected for the new facility.

The Long-Range Plan established a longitudinal schedule for evaluation of magnet school programs. Specifically, "Evaluation on an individual basis during its early years should be designed with the intent of improving, modifying, and revising program implementation" (Hale and Levine, pp.47). The goal of the present report is to provide decision-makers with evaluative information useful in improving program implementation.

The presentation of results is preceded by a description of the fine and performing arts program and a discussion of the evaluation design.

Program Description

Complementary programs in the visual and performing arts exist at the elementary and middle school levels. At the beginning of the 1992-1993 school year, the Kansas City, Missouri School District will offer a comprehensive and additive 12 year program of instruction in fine, visual and performing arts.

Currently, a new facility is under construction at the original site of the Paseo High School. Other than cosmetics, renovations to the West High School were not made.

According to the *Creative, Visual and Performing Arts Magnet High School Task Force Report* (1989, p.1), the mission of Paseo Academy is to "...provide high standards for academic

achievement and preparation for college with emphasis in the literary, visual and performing arts."

In addition to the core curriculum, five theme strands are offered: visual arts, music, theatre, creative writing, and dance. The Long-Range Plan emphasizes partnerships with local arts guilds as a means to tether school programs to real world conditions.

Evaluation Design

Questions addressed in this second year formative evaluation are:

1. Has the school met established enrollment goals?
2. Was the program implemented as detailed in the Long-Range Plan and the Paseo Academy Planning Outline?
3. What are the parent, student, teacher, and school leadership perceptions about and attitudes toward the program?
4. What are the levels of student achievement in the school?

The evaluation is facilitated through classroom observations and site visits, perception data gathered through interviews and survey instruments, and through data obtained from the district's research and testing office.

Results

Demographic Data

Paseo Academy operated below capacity during the 1990-1991 school year (Table 1). Program capacity was twice the number of students actually enrolled. Almost two-thirds of the minority 1989-1990 ninth grade cohort did not return to Paseo Academy as tenth graders, and about half of the non-minorities did not return (see also Table 2).

Enrollment and racial composition data are presented for the first and second years of magnet theme operation. Data for the first year of implementation will be treated as baseline since Paseo Academy is considered a "new" school effective 1989-1990. Minority and non-minority enrollment are reported by grade. All demographic data for Paseo Academy were extracted from the official student membership reports prepared by the research office of the school district.

The Long-Range Plan was designed under court-order to improve desegregation in the Kansas City Missouri School District. Admissions policies to magnet schools are the controlling device in achieving integration. A goal of integration defined for each magnet school is a

Table 1

Paseo Academy of Fine & Performing Arts High School
Program Capacity and Actual Capacity
1990 - 1991

Grade	Program Capacity[1]	Actual[2]	Difference	% of Capacity
Nine	290	141	-149	49%
Ten	280	71	-209	25%
Total	570	212	-358	37%

Note: Percentages are rounded to the nearest whole percent.

1 Program capacity utilized by the Admission's Office when placing students in magnet program.

2 From *September 26, 1990 Student Membership* (Research Office, 1990).

Table 2

Paseo Academy of Fine & Performing Arts High School
Minority & Non-Minority Enrollment
1989-1990 & 1990-1991

	1989 - 1990				1990 - 1991			
	Minority		Non-Minority		Minority		Non-Minority	
Grade	N	%	N	%	N	%	N	%
Nine	90	58%	64	42%	88	62%	53	38%
Ten	---	-----	---	-----	34	48%	37	52%
Total	90	58%	64	42%	122	58%	90	42%
Grand Total	154				212			

Note: Percentages are rounded to the nearest whole percent. Enrollment data from *September 27, 1989 Student Membership* (Research Office, 1989) and *September 26, 1990 Student Membership* (Research Office, 1990). Tenth grade first enrolled in 1991.

ratio of 60% minority and 40% non-minority at each grade level. Yearly improvement of 2% toward that goal is allowed if the magnet was formerly a traditional school. Paseo Academy is considered a new school and, as such, each grade is required by the Long-Range Plan to meet the 60% minority/40% non-minority criteria.

Enrollment data for Paseo Academy for two years of implementation are in Table 2. Desegregation goals were not met in either grade although the ninth grade came very close. The incoming ninth grade class consisted of 62% minorities, which was 2% above the desegregation goal and 4% above last year (58%). Tenth grade minority enrollment was 48% which was 12% below desegregation guidelines.

Implementation

Program implementation was evaluated from data collected through classroom observations[1], site visits, interviews with the school principal and senior curriculum coordinator, and teacher questionnaires. Classrooms to observe were selected randomly at the beginning of the school year, and observations continued through May, 1991. Data regarding physical evidence of the theme, infusion of the theme into the basic curriculum, and student activities were gathered during each observation period (approximately 45-50 minutes).

Staff. According to the 1989-1990 evaluation report, staffing was a hinderance to implementation and major problem at Paseo Academy. This issue was resolved prior to the beginning of the 1990-1991 school year as all magnet-related staff were in place, with one exception. The voice trainer was hired shortly after school started. Six new staff members are expected next year which will complete the faculty at Paseo Academy.

Facility. Another major problem addressed in the 1989-1990 evaluation report was the poor condition of West High School, the temporary facility for Paseo Academy. Renovations and repairs were completed last year. The intercom system, recommended in the previous report to ensure safety, was installed mid-year 1990-1991. Considerable efforts were made by everyone at Paseo Academy (students, parents, teachers and principal) to make the building as safe and attractive as possible. Dividends have been the positive response of visitors to the building.

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1 A previous program evaluator developed the observation schedule and selected classrooms for observation.

The senior curriculum coordinator for the fine and performing arts program stated that the resolution of the disposition of old Paseo High School and ground-breaking at the new site had a significant settling effect on school personnel and, therefore, a positive impact on implementation.

Strands of Instruction. A variety of courses in all five strands were taught in 1990-1991. Beginning and advanced courses in some subjects were offered (*e.g.*, photography I and II, music theory I and II, dance I, II and III, etc.). Duplicate courses were scheduled throughout the day which potentially allowed students wishing to enroll in particular course to do so. Course offerings and scheduling do not appear to be a valid explanation for the low percentage of students reportedly taking theme classes (see below Student Perceptions). Transition programs were in place to assist students who experienced problems adjusting to the magnet theme either academically or behaviorally.

Infusion. Classroom observations revealed infusion activities in 79% of visits (Table 3) which closely approximated teacher self-report of 85% (see below Teacher Perceptions). Faculty and administration at Paseo Academy devised numerous, creative activities and special events to infuse the theme into the curriculum. A particularly successful infusion event was the "Ides of March." Ten teams of three to four teachers each (both arts and academic) designed activities to reinforce the academic skills tested on the spring TAP, particularly

Table 3

Paseo Academy of Fine & Performing Arts High School
Building & Classroom Observations
Percent of Classroom Visits

Category Evidence	1990-1991
Physical Evidence of Theme	
Student work displayed	73%
Theme displays	75%
Classroom Observations	
Theme vocabulary displayed, used by teachers and students	41%
Teachers infused theme	79%
Students participating in lesson and engaged in lesson appropriate activity	94%

Note: Percentages are rounded to the nearest whole percent and denote frequency of category occurrence.

reading and math. Examples of infusion designed by the teams are: (1) students mixed solutions of plaster of paris and compared hardness quotients, (2) map reading and distribution charts were studied by creating life-size maps and scale models, (3) plays were written to illustrate complex ideas in science and language arts (*e.g.*, genetic transfer and satire), and (4) "dancing fractions" addressed basic math. The event lasted one week, and students rotated through all teaching teams. The response from the students and staff was overwhelming, and the "Ides" of 1992 are already being planned.

Building and Classroom Observations. In three-fourths of the observation periods, student work and theme-related displays were evident throughout the building and in the classrooms (Table 3). The school was very good about posting up-coming citywide visual, fine and performing arts events, shows and contests as well as school auditions and performances. Audition times, show dates and contest outcomes were displayed clearly, especially as they affected Paseo Academy students.

Theme-Related Field Trips and Activities. A complete listing of Paseo Academy 1990-1991 activities, including public performances and competitions, awards and field trips is provided in Appendix A. The students won awards in regional and national competitions in creative writing, visual arts, instrumental music, and vocal music. School leadership cited establishing credibility within the Kansas City community through student achievements in the fine and performing arts as the most pleasing occurrence this year.

Perceptions

Student Perceptions. In the spring of the 1990-1991 academic year, one-third of Paseo students were scheduled to participate in the survey of student perceptions of the magnet program at Paseo Academy. The classes were selected from a random sample of English/language arts classes. Students were given a questionnaire with items measuring five broad areas of their magnet experience. These areas were: theme experience, opportunity to participate in theme-related activities, school climate, communications, and academic challenge (see Table 4).

A little more than one-third of the students surveyed indicated enrollment in a fine and performing arts class (items 5 through 9). This seems significantly low for a magnet theme school. With only 65% of the students able to get the classes for which they signed up (item 11), the question of whether a sufficient number of theme classes is being offered seems

Table 4

Paseo Academy of Fine & Performing Arts High School
Student Perceptions (N = 55), Spring 1991

Statement	Yes	No
1. I am glad I go to Paseo Acedemy.	80%	20%
2. I have had an opportunity to audition for a performing arts production this year.	69%	32%
3. I have had an opportunity to participate in an art show of competition this year.	75%	26%
4. I have participated in a school play, performance, or art show.	76%	24%
5. I enrolled in a dance class this year.	15%	86%
6. I enrolled in an art class this year.	47%	53%
7. I enrolled in a theatre class this year.	36%	64%
8. I enrolled in a music class this year.	44%	56%
9. I enrolled in a technical arts class this year.	31%	69%
10. I like my fine and performing arts classes.	84%	16%
11. I got the classes I wanted.	65%	35%
12. I have improved myself through participation in arts programs.	71%	29%
13. I have explored myself artistically this year.	70%	30%
14. I have enjoyed and benefitted from the field trips.	70%	30%
15. I feel the Artists-in-Residence is a good program.	88%	12%
16. I feel enrollment at Paseo Academy has increased my appreciation of the arts.	78%	22%
17. I like my regular classes.	40%	60%
18. My non-arts teachers helped me relate arts to the subjects they teach.	56%	44%
19. My teachers challenge me to work hard.	61%	39%
20. My classes are challenging.	52%	48%
21. I wish my regular classes were more challenging.	45%	55%
22. Teachers are willing to work with the students.	62%	38%
23. The counseling office helped me plan the courses I wanted to take.	40%	60%
24. I participated in classes/activities at Paseo Academy which gave me information on how to work with students of other races/cultures.	37%	63%
25. The students at Paseo Academy get along with students of other races/cultures.	64%	37%
26. I feel safe at Paseo Academy.	58%	42%
27. I feel welcome at Paseo Academy.	77%	23%
28. I feel comfortable at Paseo Academy.	69%	31%
29. I would recommend Paseo Academy to my friends.	61%	39%

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Table 4 (Continued)

Paseo Academy of Fine & Performing Arts High School
Student Perceptions (N = 55), Spring 1991

Statement	Yes	No
30. There is good communication between students and teachers.	57%	43%
31. There is good communication between students the the principal.	64%	36%
32. There is good communication between students and the assistant principal.	18%	82%
33. There is good communication between students and the counselors.	41%	59%
34. I plan on going to college after graduating..	90%	10%

Note: Percentages are rounded to the nearest whole percent. The difference from 100% in a statement represents the proportion of "no opinion" responses.

warranted. Apparently two-thirds of the student population were not enrolled in theme classes, and one wonders what was they were studying.

Generally, the response of those enrolled in arts classes was favorable with 84% stating they liked their fine and performing arts classes (item 10). This can be compared to 40% who responded favorably to regular classes (item 17). As compared to last year, student appreciation of the arts increased dramatically this year from 32% to 78% (item 16). Also, more students were involved in school performances this year (76%) as compared to last (62%) (item 4).

Overall, at least 60% of the students reported feeling challenged by their teachers (61%, item 19) and indicated that they have teachers willing to help them understand their classes (62%, item 22). Over one half of the students felt the classes were challenging (52%, item 20) yet wished the regular classes were harder (55%, item 21). Eighty percent of the students were glad they attended Paseo Academy (item 1) and 61% would recommend the school to friends (item 29). The latter marked a considerable improvement from last years' response of 29% recommending the school.

The majority of students reported feeling welcome (77%, item 27), comfortable (69%, item 28) and safe (58%, item 26) at Paseo Academy. Most of the students perceived relationships between students of other races and cultures as amicable (64%, item 25). However, nearly two-thirds did not participate in classes or activities which can be characterized as enculturation (63%, item 24). It is possible that such classes/activities were not available to the students.

Interestingly, students felt communications were better between themselves and teachers (57%, item 30) and the principal (64%, item 31) than between themselves and the support staff (18%, item 32 and 41%, item 33). Although 90% of the students plan on going to college (item 34), only 40% reported help in academic planning from the counselling office at Paseo Academy (item 23).

Teacher Perceptions. Teacher perceptions of the progress of magnet program implementation and school environment were gathered through spring questionnaires. In addition to defined response categories, teachers were given the opportunity to write-in comments with anonymity assured. Results of the questionnaires for the two years of implementation are presented in Table 5.

Responses varied little in most categories between the first and second year of implementation. Generally, teacher perceptions were noncommittal on issues of school climate (49%, item 3), satisfaction with staff development/in-services (49%, item 4), adequacy of facility (55%, item 10), and support of building level administration (55%, item 14). The reported ability to infuse the theme into the basic curriculum increased significantly since last year from 53% to 85% (item 11). Teachers were dissatisfied with class scheduling (49% item 12) and with assigned placement of students (52%, item 13). A disturbingly low percentage of teachers (27%, item 15) felt the students were making academic progress.

Scheduling, student placement and achievement problems perceived by teachers may reflect a critical underlying problem communicated in the open comments. When given the opportunity to elaborate on the dissatisfaction with their magnet theme experience, 58% of teachers cited poor relations among school administration, arts teachers and academic teachers. An "Us vs. Them" attitude between arts and academic teachers appeared to be the salient issue. School leadership supported an arts focus, but stated the goal at Paseo Academy is "excellent training and a good education" for the students. Yet, leadership admitted that the schism between arts and academic teachers was a source of hinderance and resistance to implementation of the fine and performing arts theme. The Ides of March represented one attempt to bring theme and academic teachers together as well as to infuse the theme into the core curriculum (see Infusion). Unfortunately, the rift was exacerbated by the physical separation of the staff in the building.

When the teachers were asked what they would like to see changed to improve the fine and performing arts program at Paseo Academy, the most frequent response (44% of teach-

Table 5

Paseo Academy of Fine & Performing Arts High School
Teacher Perceptions (N = 33), Spring 1991

Statement		Yes	No
1.	I enjoy teaching the theme.	91%	9%
2.	The school implemented the theme according to identified goals and objectives.	64%	21%
3.	The school climate is conducive to the theme.	49%	49%
4.	I am satisfied with staff development/in-service regarding the theme.	49%	30%
5.	Supplies and materials are sufficient to teach the theme.	70%	27%
6.	Supplies and materials are sufficient to teach the core curriculum.	64%	18%
7.	Textbooks are appropriate for the students.	67%	24%
8.	Students participated in field trips related to the theme.	79%	3%
9.	I am satisfied with quality of the field trips.	100%	------
10.	The facility is adequate and meets my needs.	55%	30%
11.	I am able to infuse the theme into the basic curricula.	85%	3%
12.	Scheduling classes is not a problem.	46%	49%
13.	Students are appropriately placed in classes.	39%	52%
14.	Building level administration provided support to implement the theme.	55%	33%
15.	Students are making good academic progress.	27%	58%
16.	Students are making good academic progress because of the theme.	36%	42%
17.	Arts and regular teachers work together to implement the theme.	61%	36%
18.	I feel safe teaching at Paseo Academy.	85%	6%
19.	The students enjoy working in the theme.	85%	15%
20.	The theme has improved desegregation.	58%	6%

		Rating	Percent
21.	Rating of Paseo Academy.	Excellent	13%
		Good	34%
		Average	38%
		Fair	13%
		Poor	3%

Note: Percentages are rounded to the nearest whole percent. The difference from 100% in each statement represents the proportion of "no opinion" responses.

ers) was more emphasis on academics and a prerequisite of meeting minimum academic standards prior to participation in theme-related activities. The senior curriculum coordinator reported that such a mechanism was in place and should be implemented. A "Quality Point System" existed, but it delimits behavioral, not academic, criteria for participation in theme activities.

A strong discipline policy was the next most frequently mentioned change (22%) the faculty would like to see next year. School leadership would like a cohesive staff and clear statements of expected student outcomes from both academic and arts teachers. Regardless of the problems, teachers were supportive of Paseo Academy: 91% enjoyed teaching the theme (item 1) and 85% rated the school average or above (item 21). Fewer teachers gave the school a low rating (fair to poor) this year (16%) as compared to last (40%).

Safety was not an issue this year (item 18, 85%) which perhaps reflected security gained through installation of the intercom system.

In summary, a small majority of teachers indicated pleasure working at Paseo Academy, felt successful in implementing and infusing the theme, and were satisfied generally with implementation progress (*e.g.*, supplies, materials, field trips, facility and student enjoyment of theme). Areas of concern were manifested in (1) student achievement and placement, scheduling, (2) discipline, (3) staff development/in-services, and (4) staff relations.

Parent Perceptions. A random sample of 25% of the parents of students attending Paseo Academy were given the opportunity to present their perceptions of the theme and school.

Overall, parents this year held a more favorable impression of Paseo Academy than did parents surveyed last year (Table 6). Compared to last year, parents were more satisfied with the fine and performing arts program (from 65% to 98%, item 1), the teachers (from 71% to 90%. item 4), principal (from 58% to 83%, item 5), and the progress of their child in the theme (from 65% to 84%, item 2). However, parents were less as satisfied with their children's progress in basic skills this year (60%) compared to last (77%) (item 3). Non-minorities especially were critical of academic progress, with 48% expressing dissatisfaction compared to 27% of minority parents. Communications from school were sufficient for 81% (item 6) of the parents. More minority (90%) than non-minority (70%) parents were satisfied with communications from school. Almost three-fourths of the parents claimed attendance at a parent-teacher conference (74%, item 9). Relatively more non-minority parents than minority attended parent-teacher conferences and/or school programs (80% non-minority compared

Table 6

Paseo Academy of Fine & Performing Arts High School
Parent Perceptions (N = 58), Spring 1991

Statement	Yes	No
1. I am satisfied with the fine and performing arts program.	98%	------
2. I am satisfied with progress my child has made in the arts theme.	84%	16%
3. I am satisfied with progress my child has made in basic skills.	60%	37%
4. I am satisfied with my child's teachers.	90%	2%
5. The principal is responsive to my concerns.	83%	7%
6. I am satisfied with communications from school.	81%	19%
7. Communications from school are understandable and helpful.	93%	7%
8. I feel welcome at Paseo Academy.	98%	2%
9. During this school year I attended a parent teacher conference.	74%	26%
10. During this school year I attended other meetings or school programs.	65%	23%
11. My child has talked about school more since the magnet program began.	65%	23%
12. My child enjoys school more with the magnet program in place.	67%	19%
13. Paseo Academy is clean and in good repair.	67%	26%
14. I would recommend Paseo Academy to other parents.	91%	5%
15. I feel my child is safe at Paseo Academy.	81%	19%
16. Maget application is handled in a reasonable amount of time.	88%	7%
17. The student selection process is fair.[1]	69%	23%
17. The transportation takes a reasonable amount of time.[2]	80%	18%

Note: Percentages are rounded to the nearest whole percent. Difference from 100% in a statement represents the proportion of "no opinion" responses.

1 Based on number of parents stating they understood the selection process.

2 Based on number of parents stating their child used district transportation.

to 60% minority). The high regard parents generally had for Paseo Academy was expressed by the 91% who would recommend the magnet high school to other parents (item 14).

A remarkable 93% of parents chose Paseo Academy because of the fine and performing arts theme. A relatively high percentage of parents (49%), both minority (60%) and non-minority (37%), chose Paseo Academy because their child attended last year. Only 19% of parents were influenced to enroll children at Paseo Academy because it was a neighborhood

school. As would be expected, a high proportion of students used district transportation (98%). Over 80% agreed student transportation was safe and reasonably timely.

Achievement

Student achievement was measured by end of the year standardized tests. For Paseo Academy, these tests were the Tests of Achievement and Proficiency (TAP), Degrees of Reading Power (DRP), and Missouri Mastery and Achievement Tests (MMAT). The results for the TAP are reported for the two years of theme implementation, with 1989-1990 considered the baseline year. DRP and MMAT tests were taken by ninth and tenth graders, respectively. The corresponding national percentile rank and the district norms are reported for comparative purposes.

TAP. A summary of Paseo Academy TAP scores in reading, written expression, and math throughout two years of implementation is presented in Table 7. The percentile ranks reported were calculated from mean grade equivalent scores and indicate the relative performance of the students compared to the 1985 national norms.

All non-minority students scored above the national and district norms in the subjects tested. Minority tenth grade students scored above the district norms in all subjects and ninth graders scored above the district norms in math. Minority scores remained below the national

Table 7

Paseo Academy of Fine & Performing Arts High School
Tests of Achievement and Proficiency
Spring 1990 & 1991

	Reading				Written Expression				Math			
Grade Ethnicity	1990	1991	Dist. 1991	Nat'l. Norm	1990	1991	Dist. 1991	Nat'l. Norm	1990	1991	Dist. 1991	Nat'l. Norm
Nine												
Minority	32	38	41	50	30	44	45	50	26	40	36	50
Non-Minority	57	62			43	58			46	57		
Ten												
Minority	---	45	43	50	---	49	44	50	---	42	40	50
Non-Minority	---	72			---	60			---	55		

Note: Data are percentiles based on grade equivalent means and are from the April, 1991 test administration.

norms in all subjects. The tenth graders, both minority and non-minority, showed tremendous gains when compared to the 1990 ninth grade scores.

DRP. The Degrees of Reading Power Test (DRP) measures reading comprehension and is used primarily as a diagnostic test to match appropriate instructional materials with a student's reading level. Test results are reported at three levels: independent, instructional, and frustration. DRP units reported are instructional level mean DRP scores and the percentile rank compared to the national sample norms.

All district ninth grade students took the test in the spring, 1991. Paseo Academy ninth graders scored above the district norms for the reading skills assessed by the DRP. The ninth graders averaged 66 DRP units which represented a national percentile rank of 45. The district mean DRP unit score was 63, which was a national percentile score 38.

MMAT. Table 8 presents the results of current year MMAT tests in English/language arts and math. MMAT scores are reported in average scale scores and can be compared to district and state averages. Paseo Academy tenth graders scored above the district average but below the state average in both subtests.

Summary and Recommendations

Paseo Academy of Fine and Performing Arts completed its second year of implementation, with the first year including ninth grade students only. A new class of ninth graders entered this year so enrollment currently consists of ninth and tenth grade students. Paseo Academy continued operations at the West High School while construction progressed on the new facility.

Table 8

Paseo Academy of Fine & Performing Arts High School
Missouri Mastery & Achievement Tests
Average Scale Scores
Grade 10, 1991

	English/ Language Arts	Math
Paseo Academy	308	295
District	273	278
State	313	326

Generally, implementation of the magnet program progressed well during the two years. The senior curriculum coordinator stated that implementation of the fine and performing arts theme at Paseo Academy exceeded second year expectations. The most critical problems were (1) a schism between arts and academic staff, (2) teachers desiring minimum academic requirements prior to participation in theme-related activities, and (3) a consistent discipline policy.

The magnet program at Paseo Academy was 63% under enrollment capacity during its second year of operation. At least half the students enrolled as ninth graders last year did not return as tenth graders. The racial composition at Paseo Academy did not meet desegregation goals of 60% minority and 40% non-minority balance, although the ninth grade was within 2%. A variety of courses in all theme strands were available to the students. Yet, only about a third of the students reported enrollment in theme classes. Compared to last year more students were involved in school projects, programs and competitions, however. Overall, students reported their magnet experience improved since the first year of implementation.

Observational data and teacher self-report indicated a high frequency of infusion. The majority of teachers felt successful in implementing the theme, and the magnet program generally did not pose a problem to the teachers and staff. Rather, teachers communicated concerns with scheduling, student placement, poor academic achievement, and school climate (*i.e.*, discipline and poor relations among staff and administration).

Parent perceptions of Paseo Academy, the theme, its administration and staff were more favorable this year than last. Parents were satisfied with their children's achievements in the theme, but were critical of progress made in basic skills. Nearly all parents chose Paseo Academy because of the theme and would recommend the magnet school to other parents.

TAP achievement data in for minority students were below the national norms. Tenth graders exceeded the district norms in all subtests. Compared to last year, scores in all subject areas improved for ninth and tenth graders. Non-minority students exceeded national and district norms in all TAP subject areas. DRP scores indicated reading skills above the district norms for Paseo Academy ninth grade students. Tenth grade instructional level MMAT scores in English/language arts and math were above the district averages, but below the state averages.

Based upon the evidence gathered for this second year formative evaluation, the following recommendations are offered:

1. Administration and teachers must address and resolve issues of staff communications, relations, and cooperation. In write-in comments, over half of the teachers expressed concerns about differential treatment of theme teachers as compared to academic teachers.

2. A system is needed to provide students with assistance in academic planning and to prepare for a post-secondary education. Ninety percent of students stated they intend going to college, yet only 40% have received help in academic planning. Also, such planning may effectively alleviate teacher concerns with scheduling and proper student placement.

3. Paseo Academy administration should consider the issue of a minimum academic requirement for participation in theme-related activities. Nearly three-fourths of teachers did not believe students were making academic progress, and a greater emphasis upon academics was the area most in need of improvement.

4. Define and execute a discipline policy appropriate to the environment at Paseo Academy. A strong discipline policy was the second most frequent area in need of improvement according to teachers.

5. Continue efforts to increase enrollment in Paseo Academy. Enrollment for 1990-1991 was well below capacity. The progress made toward meeting minority enrollment goals as of 1990-1991 was -.9.

6. The attrition rate of students requires attention and efforts directed toward sustaining student interest in Paseo Academy through graduation. Approximately half the students enrolled in Paseo Academy last year did not return this year. Two-thirds of students at Paseo Academy were not enrolled in theme-related courses.

References

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Acknowledgements

The author would like to recognize the staff of program evaluator assistants and clerical specialists of the Evaluation Department. Their professionalism and perseverance in data collection, data entry, and publication management were invaluable in the completion of this evaluation report.

APPENDIX A
Activities

PASEO ACADEMY OF FINE AND PERFORMING ARTS HIGH SCHOOL

PUBLIC PERFORMANCES AND COMPETITIONS

October 1 - Child Health Day - Chamber Choir - 8:00 p.m.
23 - Evening of One-Act Plays - 7:30 p.m.
31 - Nightmare on Summit Street - 7:30 p.m.

November 1 - State Teacher's Convention - Chamber Choir

December 12 - City Hall Concert - Chamber Choir
14 - Toys for Tots - Chamber Choir
18 - Missouri City Schools - Chamber Choir
18 - All School Music Concert - 8th period
19 - Board Building Caroling - 9:30 a.m.
20 - Instrumental Christmas Carols
20 - Truman Medical Center - Chamber Choir Caroling

January 5 -District Choral/Instrumental Concert
8 - IBM Reginal conference - Vocal Jazz
11 - Winter Solstice - Dance/Handbells 7:30 p.m.
17 - Federal Building - Martin L. King Concert
26 - February 7 - Scholastic Art Exhibition - Two Pershing Sq. Bldg.

February 1 - "Amahl and the Night Visitors" - 8:00 p.m.
3 - "Amahl and the Night Visitors" - 3:30 p.m.
11 - Blue & Gold Boy Scouts = 6: 00 p.m. - vocal soloists
12 - Monologues & Duets - "Theatre Tableaux" - 7:30 p.m.
20 - Optimist Club Breakfast - Creative Writing
21 - Interanl Revenue - Chamber Choir 9:30-11:30 a.m.
26 - Ethnic Heritage Concert - 7:30 p.m.

March 2 - Optimist Club District Contest - 2:00 p.m.
4 - KC Counsil Youth Development - Vocal Solists - 2:00 p.m.
6 - Avila Music Festival 9:00 - 4:00 p.m.
8 - WDAF - TV Love Fund - 8:00 p.m.
15 - 16 - "You Can't Take it With You" - Theatre 7:30 p.m.
21 - Memorial Service - African Choralworks - Chamber Choir 7:00 p.m.
Trinity United Methodist
22 - CMSU - District Art Competition - 8:00 - 3:00 p.m.

April 3 - Paseo Acadmey Invitational Speech Tournament - 12:00 - 2:30 p.m.
6 - District Music Festival - CMSU
6 - Earth Day - Unity Methodist Church - Chamber Choir - 8:00 p.m.
8 - Jim Scott recording session - Chamber Choir
25 - Kalidescope of Dance and Visual Art 7:30 p.m.
26 - 27 State Music Festival - Columbia

May 5 - Visual Art Show - Bruce Watkins Gallery Opening - 2:00 - 4:00 p.m.
10 - 11 - "Oliver" 7:30 p.m.
17 - 18 - "Oliver" 7:30 p.m.
21 - Instrumental Music Concert 7:30 p.m.

June 4 - An Evening of Poetry and Visual Art Finals

PASEO ACADEMY
ARTISTS IN RESIDENCE
90-91

Willie Chrisman
Jazz Band
Mark Lowery
City in Motion
Danny Cox
Douglas Niedt
Stan Banks
Tracy Milsap
Richard Renner
Geneva Price
UMKC Living Drama
Alvin Ailey Dance Co.
UMKC Brass Quintet
UMKC Madrigal Singers
Leni Williams
John Horner
Mike Davis
Randall Platt
Katherine Bliss
John Patterson
Avila College Art Faculty
Jim Scott
Cohan/Suzeau
Dance Gallery
Al Hinton
Franklin Willis
CMSU Brass Quintet
McFadden's Tap Quintet
Lizabeth Ernst

SPECIAL EVENTS

S.A.C. Spaghetti Dinner with Instrumental, Dance, Creative Writing Performances
Arts Allies Meeting with Instrumental, Dance, Creative Writing Performances
Task Force Meeting with Arts Areas presentations/performances
American Revolutionary Protest Re-enactment with History and Creative Writing
"The Necklace" an English-Dance Infusion
Piano Studio Class Recitals
Instrumental Studio Class Recitals
Vocal Studio Class Recitals
Storytelling at Montessori School
Costume Contest sponsored by the History Department
Preventative Theatre Workshop
Arts Magnet Choral Festival in conjunction with UMKC
William McGlaughlin inducted as "Adjunct Honorary Staff Member"
S.A.C. Meeting with Strings performance
S.A.C. Meeting with Jazz Choir performance
Mascot Election
Science Fair Participation/ entry
Spirit Week
Raku Workshop with Avila College students
S.A.C. Pizza Dinner
Teacher Appreciation Day sponsored by Student Council
PAFPA Groundbreaking Ceremony
Foreign Language Fair
National Honor Society Induction
Honor Roll Celebrations - pizza party, awards ceremony, ice cream social,"Cats"
Theatre department awards dinner
Quality Points Honor Field Trip
Arts Olympics
Paseo's Finest Visual Art Exhibit at Bruce-Watkins Cultural Center
Mardi Gras French Festival
Spanish Fiesta
First Annual Paseo Academy Speech Tournament
First Annual Paseo Academy Middle School Solo Contest
Valentine's Dress-up Dance
Spring Dance
Student Mediation Team Training/ Implementation

PASEO ACADEMY OF FINE AND PERFORMING ARTS HIGH SCHOOL

AWARD / RECOGNITION ROSTER

History Day - Regional Winner - Sarah Johnson
History Day - State Winner - Sarah Johnson
Histroy Day - National Competitor - June - Sarah Johnson

Math Bowl - District Finals - Paseo Academy 3rd Place
Participants
Sarah Johnson
Jenny Weber
Eric South
Freedom Dean
Angela Letizia
Kip Ludwigs
Salynda White
Willa Truelove

Students in Government Day Participants

Gary Cheadle	Leslie Doyle
Arzie Gordon	Antoinette Jackson
Elda Pecina	Elysia Riveria
Kim Wood	Tameria Jefferson
Jennie Worden	A.C. Johnson
Chris Pacheco	Jeff Spoor

Missouri Scholar's Academy

Jennifer Davis

K.C.M.S.D. Honors Day Participants

Karrielyn colvon
Doree Flournoy
Luciana Grubbs
Pam Hart
Jacques Hassen
Sarah Johnson
Kip Ludwigs
Willa Truelove

PASEO ACADEMY OF FINE AND PERFORMING ARTS HIGH SCHOOL

Creative Writing Awards 90 - 91

1. Communications Day - Missouri Western

   26 Schools - Missouri - Kansas
   500 entries

   Essay - 2nd Place - **Antoinette Jackson**
   Poetry - 1st Place - **Antoinette Jackson**
   2nd Place - **Pam Hart**

2. Avila College - Silver Medal Award - **Freedom Dean**
   Bronze Medal Award - **Anthony Johnson**

3. United Nations Essay - 4 Honorable Mentions

   Pam Hart
   Audra Cole
   Michelle Crane
   Kris Vinck

4. United Nations Poetry -

   1st Place - **Michelle Crane**
   2nd Place - **Audra Cole**

5. Speech Contest

   1st Place - Informative - **Chantal Savaresse**
   3rd Place - Informative - **Audra Cole**
   2nd Place - " " - **Nate Kelley**

   2nd Place - Original Experience - **Amy Ogea**

6. Westminister College Essay Contest - State Contest for High Schools.

   3rd Place - **Freedom Dean**

THE VISUAL ARTS DEPARTMENT

1989-1990 ACADEMIC YEAR -- Freshman only

Faculty: Kathy Mendenhall - Full time- Foundations, Drawing, Photo
Rusty Newton - Part time- 3-D (Ceramics)

ARTS COMMUNITY INTERACTION

Field trips of 10-40 students 1989-1990:
Ludwigs Photo Studio
Kansas City Zoo
Downtown photo shoot
Missouri Art Education Exhibit 1/29/90

Central Missouri State University District Art Contest

Blue- Davis, Paul-Design
Mowry, Stacy-Photo
Sims, Natoshua-Pen and Ink
Red- Blackman, April-Drawing
Mayersmith, Ken-Printmaking
Pecina, Elda-Design
Reichenback, Rita-Design
White- Cheadle, Gary-Design
Famous, Warren-Printmaking
Grover, Eric-Design
Pecina, Elda-Drawing
Young, Marcus-Painting

Mother's Against Drunk Driving Contest
Cheadle, Gary
Dickover, Mark
Pacheco, Christopher

Scholastic Regional Competititon

Blue - Parham, Willard-Photo
Pacheco, Christopher-Collage
White, Brandy-Collage
Gold - Levels, Walter-Pencil
Mayersmith, Ken-Pencil
Mayersmith, Ken-Printmaking
Honorable Mention - Conard, Vickie - Pencil
Dunn, Kyle - Watercolor
Dunn, Kyle - Printmaking

Squire Design and Advertizing Competition

Reichenbach, Rita
Dickover, Mark
Blackman, April 4th
Rhinehardt, Tenaya 2nd
Mayersmith, Ken 5th
McGee, Shannon
Famous, Warren

THE VISUAL ARTS DEPARTMENT

1990-1991 ACADEMIC YEAR - Freshmen and Sophomores

FACULTY: Kathy Mendenhall - Foundations, Photo 1 and Photo 2.
Rusty Newton - Foundations, Ceramics 1 and Ceramics 2.
Danne Pike - VA Resource, Painting, Computer Design, Drawing 2.
Lon West - Foundations, Drawing 1 and Ceramics 1.

ARTS COMMUNITY INTERACTION - CITY WIDE

Field trips of 20-80 students 1990-1991:

Bruce Watkins Cultural Heritage Center
REFLECTIONS 90 - African American Artists

Drawing trip to Paseo High School - Old Structure
On location before demolition

Johnson County Community College
TRANSFORMATION: The Traditions of Modern Photographic Abstraction and Experimentation from: The Hallmark Permanent Collection

Nelson Gallery
CLARENCE J. LAUGHLIN - Photographs

Kemper Gallery Kansas City Art Institute
CROSBY KEMPER CONTEMPORARY COLLECTION

Nelson Gallery
JAQUES LIPSCHITZ: Sculpture Exhibit

National Scholastic High School Competition
Student Work : 40 students placed and were awarded, 16 went to Nationals in NYC. 80 pieces were entered.

Union Cemetary -
On location sketch assignment combined with Creative Writing majors for visual accompaniment of poetry.
Southwest Boulevard industrial area photo shoot

VISITING ARTISTS 1990-1991:

Andrew Newcom: Creative Product Designer, Hallmark Corporation.
Mr. Newcom added a professional perspective to the poster design projects being handled by both the foundations and Drawing 2 classes.

Alice Broughton: Pastel artist, locally shown.

Anne B. Rowe - Professional portrait artist presented a slide and demonstration of portraiture.

THE VISUAL ARTS DEPARTMENT

1990-1991 ACADEMIC YEAR (continued - page 2)

ART COMPETITIONS1990-1991:

National Scholastic Competitions- See attached list of students - 1991.

Central Missouri State University High School Competition and visitation -1991

Time Education Program Student Writing and Art Contest - 1991.

Lenexa National 3-D Art Competition, Lenexa, KS - 1990

CONSULTATIONS 1990-1991:

Ann Brubaker - Director of Museum Education, Nelson Gallery: Advising the visual arts department in a variety of ways see attached proposal.

Carla Crook - Director of Continuing Education, Kansas City Art Institute: Advising us on integration of the arts with academic curriculum.

Jeffrey S. Hill - Technical Specialist for Lawrence Photographic - advised concerning darkroom and camera equipment need to maintain a large format black and white studio.

Kevin Houseal - Sinar Bron representative consulted to advise purchase of equipment for the Black and white studio described above.

Bill Bracker - Consultation on outdoor kiln firing techniques - ceramics.

Rita Blitt - Nationally recognized sculptor supplied 3-D classes with leftover sculpture materials.

Dan Keegan - consulting for installation procedures for kilns and ceramic studio in new facility.

FUTURE PLANS 1991-1992:

Alfred Hinton: Internationally renowned Black artist/professor from University of Michigan, Ann Arbor. Mr. Hinton has already been contacted to schedule a two week residence for the fall of 1991.

Fulbright Scholar visitation from Germany being planned with Mr. Hinton's help.

Rita Blitt - Nationally recognized sculptor contacted to present work and lecture on contemporary sculpture techniques.

Dan Keegan - Co-operative Raku firing with college students from Avila College Ceramics Department.

Kansas City Art Institute- Demonstration by Art Institute ceramic senior majors of large ethnic figure sculptures - hand built.

Paseo Academy of Fine and Performing Arts -

Results in the National Scholastic Art Competition Jan 26 - Feb 7, 1991.

Hallmark Award - Jennifer Weber - Watercolor

Blue Ribbons - Fifteen Awards

James Barber	Drawing
Leslie Doyle	Photography
Kyle Dunn	Mixed Media
Tonja Dykes	Sculpture
Kenneth Fisher	Sculpture
Kenneth Fisher	Ceramics
Mark Galloway	Drawing
Walter Levels	Pastels
David McFarland	Drawing
James Olvera	Ceramics
Carita Owens	Mixed Media
Marlon Steward	Mixed Media
Sheree Thomas	Ceramics
Kelna Vandiver	Ceramics
Andrea Watson	Ceramics

Gold Key Awards - Sixteen Awards

Justin Acker	Mixed Media
Robert Conant	Ceramics
Robert Conant	Sculpture
Robert Conant	Sculpture
Miles Davis	Drawing
Rebecca Duggan	Ceramics
Rebecca Duggan	Ceramics
Kenneth Fisher	Ceramics
Philecia James	Mixed Media
Jessica Knowlton	Ceramics
Ronnie Nevels	Pastel
Carrie Rousseau	Ceramics
Janene Sherman	Ceramics
Janene Sherman	Ceramics
Lawrence Sims	Ceramics
Sherrie Thomas	Ceramics

Honorable Mention - Eight Awards

April Blackman	Photography
Gary Cheadle	Pastel
Gary Cheadle	Watercolor
George Cole	Pastel
Michelle Crain	Photography
Shannon McGee	Photography
Lawrence Sims	Pastel
Eric South	Photography

INSTRUMENTAL AWARDS IN THE 1990-91 SCHOOL YEAR

METRO-DISTRICT ORCHESTRA----------	TIFFANY SMITH
	ANGELA LETIZIA
AVILA COLLEGE MUSIC FESTIVAL----------	TIFFANY SMITH VIOLIN RATING I
K.C. MO	KENRIC CROCKETT VIOLIN RATING I
	ELDA PECINA VIOLIN RATING II
EBONI CARTER VIOLIN RATING II	ELYSIA RIVERA VIOLIN RATING II
STRING ENSEMBLE RATING II	KIM WILKERSON VIOLIN RATING II
STRING SEXTET RATING II	STACEY PARKER VIOLA RATING II
STRING QUINTET RATING II	ANGELA LETIZIA CELLO RATING I(played winners concert
	DENESHA SCHOCKLEY CELLO RATING II
	MICAH HERMAN BASS RATING II
	CHRISTY MITCHELL FLUTE RATING II
	AMANDA HOLMES FLUTE RATING II
	DANA SLAGEL CLARINET RATING II
	MARIA JOHNSON CLARINET RATING II
	AARON ARNOLD ALTO SAX RATING II
	ERIC SOUTH ALTO SAX RATING II
	SHAWN LYON TENOR SAX RATING II
	RON GRIFFIN TENOR SAX RATING I(played winners conce:
	CINDY BLEVINS TRUMPET RATING II
	DEANDRE HAWKINS BASSOON RATING II
	ANDREW BROOKS EUPHONIUM RATING II
	JOEY PHILLIPS TUBA RATING II
MSHSAA DISTRICT MUSIC CONTEST----------	TIFFANY SMITH VIOLIN RATING I
Warrensburg, MO	KENRIC CROCKETT VIOLIN RATING I
	EBONI CARTER VIOLIN RATING II
	ELYSIA RIVERA VIOLIN RATING II
	KIM WILKERSON VIOLIN RATING II
	ELDA PECINA VIOLIN RATING II
	BECKY DUGGAN VIOLA RATING III
	STACEY PARKER VIOLA RATING II
	ANGELA LETIZIA CELLO RATING I
	DENESHA SCHOCKLEY RATING I
	MICAH HERMAN RATING II
	STRING QUINTET RATING II
	STRING SEXTET RATING I
	STRING ORCHESTRA RATING II(STATE)
	SHEILA JACOBS FLUTE RATING II
	CHRISTY MIICHELL FLUTE RATING II
	AMANDA HOLMES FLUTE RATING II
	DANA SLAGEL CLARINET RATING I
	MARIA JOHNSON CLARINET RATING I
	JANELLE WILLIAMS CLARINET RATING II
	DEANDRE HAWKINS BASSOON RATING II
	ERIC SOUTH ALTO SAX RATING I
	AARON ARNOLD ALTO SAX RATING II
	SHAWN LYON TENOR SAX RATING II
	RON GRIFFIN TENOR SAX RATING I
	CINDY BLEVINS TRUMPET RATING II
	ANDRE MOORE TRUMPET RATING II
	JUSTIN ACKER TROMBONE RATING II
	ANDREW BROOKS EUPHONIUM RATING I
	JOEY PHILLIPS TUBA RATING II

MSHSAA STATE MUSIC CONTEST----------	TIFFANY SMITH II
COLUMBIA, MO	KENRIC CROCKETT II
	ANGELA LETIZIA I
	DENESHA SCHOCKLEY II
	STRING SEXTET II
	DANA SLAGEL II
	MARIA JOHNSON II
	ERIC SOUTH II
	RON GRIFFIN I
	ANDREW BROOKS III

CHORAL-VOCAL MUSIC, OPERA DATA 1990-91

Resource Teacher, Dr. Philip Michael Orlando

1. Enrollments: Upper Level-Chamber Choir 37, Vocal Jazz 16, Opera 12
Lower Level-Concert Choir 36
(Cast and company of entire operas 65 students involved)
Racial Ratio of programs approximately 60/40 in compliance.
Approximately 40% of the Academy actually enrolled in classes.

2. Adjunct Faculty/Guest Artists: Kit Kubis-Choral
Jolynne Cotton-Voice
Barbara Robinson-Voice,UMKC
Kevin Kelly-Voice,UMKC
David Okerland-Voice, UMKC
Suanne Stutheidt-Voice, UMKC

3. Honors through auditions: Kansas City Metropolitan Honors Choir
3 males-all minority(only singers from our district)
Missouri District Music Contest-Central Missouri State
1 female rated "1", minority (highest rating)
3 females rated "2", 2 minority/1 non-minority
1 male rated "2", non-minority
4 females rated "3", 2 minority/2 non-minority

4. University liasons: University of Missouri Conservatory Kansas City
1. Chamber is cliniced and sings with UMKC Choir and Dr. Charles Robinson and later performs in public festival with them - November 1990

University of Kansas
A special invitation to the Jazz Choir is extended by KU and the Jazz Choir performs at the University for a distinguished national panel of Vocal Jazz Educators led by Dr. Dr. Gene Puerling of the University of Northern Colorado. The choir performs on a program with college/university choirs and a few excellent Jazz Choirs from throughout the mid-west. The Jazz Choir is cliniced by the Director of the KU Jazz Choir and attends rehearsals with legendary Jazz Vocalist Mavis Rivers (of Samoan descent). Performances of the Paseo Jazz Choir are accompanied by instrumentals artists from the KU Big Band and the Charlie Parker Memorial Jazz Foundation.

University of Iowa
A special invitation is extended to our Opera/Voice Division aimed at reaching inner city minority students studying opera and/or voice. The opera leads spend three days on the University of Iowa campus where they take workshops and master classes in voice, acting, movement and technical theatre. They meet and work with University of Iowa faculty and guest artists and attend performances of a Shakespearean play and Benjamin Britten's opera, A Midsummer Night's Dream by the U of I Music Dept.

5. Career Planning: All three university experiences listed in #4 included campus tours and discussions with faculty, admissions personnel or students

On-campus at Paseo guest artists, artist teachers, resident faculty, administrators, counselors and artists whom the students have performed for and with in television or in concert performance are most often talked with by Paseo faculty and students regarding career planning and opportunities

6. Special Projects: 1 male vocalist has appeared in multiple performances of two different operas with the Kansas City Lyric Opera Company

2 females have appeared in television commercials and one film shot here in Kansas City

1 male has contracted as a Gospel Workshop clinician and has been conducting workshops throughout the mid-west under the auspices of his agent

1 male and one female vocalist have performed in major concert halls in Kansas City, Chicago and Los Angeles with touring gospel concerts

five minority males have begun composing material and initiated a major recording project as singers

7. Community Service: A number of benefit concerts by the Chamber Choir and Jazz Choir have been presented throughout the year and are delineated under the list of performances for 1990-91

Special hospital visitation performances are also included in that list

Other special areas of performances included in the detailed list include: Black History Month Performances and those in honor of the birthday of Dr. Matin Luther King; and the Kansas City Youth Development Council.

8. Other special performances detailed under the running list of performances include those under the auspices of the office of former Mayor Berkley

9. Environmental Issues and Interdisciplinary concerns
This year's focus was the environment and the Chamber Choir combined with recording artist, Jim Scott of the Paul Winter Consort, Charlie Parker Foundation musicians and other Kansas City artists for a special fund raising concert held at Unity of the Plaza. An actual concert was performed with the Chamber Choir in Voelker Park for an audience of 3,000 on Earth Day

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10. Project for underpriveledged children

The Jazz Choir initiated and performed a benefit concert for Channel 4 Television's "Love Fund" at Penn Valley Community College.

Kelly Minton-Channel 4 news anchor was the hostess.

11. Television exposure

Members of the Jazz Choir performed and were interviewed by Channel 4's host for the morning news and the television show, "Mid-Day Live" by Katherine Bliss

The Chamber Choir performed in a special Holiday Concert with Channel 9's anchor Larry Moore at the new Yardley Concert Hall with the Overland Park Symphony, Olathe Community Choir and the Olathe South High School Choir. They were joined by Kansas City Lyric Opera Baritone, Brian Steele.

12. Political Awareness

The Chamber Choir was asked to perform at the spring meeting of the Kansas City Anti-Aparteid Chapter. They performed South African Choral Music in the native tongue.

13. Coporate liasons

The Jazz Choir was invited to perform at the Allis Plaza Hotel for the Heart of American meeting of 800 members of IBM. IBM showed great support of the group, our programs and asked that we develop an ongoing relationship with that company.

14. Choral Festivals

The Chamber Choir performed in the Kansas City Choral Festival as well as the Jazz Choir performing in the KU Invitational Jazz Festival

15. Ethnic Heritage performances

The Chamber Choir, singing in African, Spanish, Italian, French and German toured within the District for Black History Month, performed in the community for the Federal Government's annual celebrations and at the Bannister Mall for the annual District Foreign Language Fair.

16. Women's Issues

The Jazz Choir was asked to perform at the Embassy Suites on the Plaza for the National Association for American Business Women. The Choral Library at Paseo is being developed and special attention is being given to procuring choral works by women composers.

17. Advancement of choral/solo vocal compositions and operas representing the minority community. Cross-cultural and ethnic concerns are continually addressed as we procure art works from these many groups and present them in public performance.

18. Articulation

The Division of Choral/Vocal Music and Opera is in continual contact with our arts Middle School and four arts elementary schools involving them in projects, festivals and clinics where Dr. Orlando works not only with faculty and administrators but actually teaches and works with young singers in various settings such as the exchanges with the Middle School and the massed elementary arts choir which he rehearsed and conducted in a recent festival

19. Recruitment

The Division of Choral/Vocal Music and Opera maintains the highest levels of visibility not only in Greater Kansas City but in the Missouri-Kansas region through great numbers of performances, regular media exposure, liasons with artists and educators and the constant professional growth and development of Dr. Orlando in the Arts and Education Community.

The School District
of Kansas City, Missouri
1211 McGee Street
Kansas City, Missouri 64106
Telephone: 816/221-7565

Memorandum

To:
From: MR. EDWARD WATKINS, ASST. PRINCIPAL, PASEO ACADEMY OF F/PA
Subject: SCHOOL FIELD TRIPS
Date: MAY 6, 1991

SCHOOL FIELD TRIPS

OCTOBER, 1990	DESTINATION	SPONSOR
10/10/90 WED.	UNION CEMETERY 2727 Main	JUDITH THEIS/DANNE PIKE
10/12/90	UMKC 4949 Cherry	KAREN SMARDO
10/15/90	UMKC Music Dept.	STEPHEN SAMPSELL
10/16/90	SHAWNEE MISSION WEST 8800 W. 85th O.P., KANSAS	KAREN SMARDO
10/18/90	MISSOURI WESTERN COL- LEGE St. Joseph, Mo.	JUDITH THEIS Creative Writing
10/19/90	ALL AMERICAN INDOOR SPORTS 9607 Elmwood	DEBBIE MAHER
10/19/90	SCOTTISH RITE TEMPLE Linwood at Paseo	STEPHEN SAMPSELL
10/29/90	JOHNSON COUNTY JR. COLLEGE 12345 College Blvd. Cultural Arts Center	DANNE PIKE
10/30/90	NELSON GALLERY OF ART	DANNE PIKE Supervisors: LON WEST, RUSTY NEWTON

(con't.)

An Equal Opportunity Employer
Male/Female/Handicapped

The School District
of Kansas City, Missouri
1211 McGee Street
Kansas City, Missouri 64106
Telephone: 816/221-7505

Memorandum

To:
From: MR. EDWARD WATKINS, ASST. PRINCIPAL, PASEO ACADEMY OF F/PA
Subject: SCHOOL FIELD TRIPS
Date: MAY 6, 1991

SCHOOL FIELD TRIPS

NOVEMBER, 1990	DESTINATION	SPONSOR
11/5/90	MIDLAND - FOLLY THEATRE Downtown, K.C.	KAREN DICKEY
11/5/90	ST. JOHNS SEMINARY	MELODY CONNER
11/8/90	MIDLAND THEATRE 1228 Main	LIZ LEON ERNST
11/13/90	AVILA COLLEGE 11901 Wornall Rd.	PATTI BIPPUS
11/13/90	UMKC Cherry & Volker	DR. PHIL ORLANDO
11/15/90	K.C. MID. SCHOOL OF ARTS 8201 Holmes 12:45 - 9:30 P.M.	DR. PHIL ORLANDO
11/15/90	K.C. MID SCHOOL OF ARTS 8201 Holmes 5:30 - 9:00 P.M.	DR. PHIL ORLANDO
11/21/90	AMERICAN HEARTLAND THEATRE Crown Center	MELODY CONNER
DECEMBER, 1990		
12/2/90	OLATHE SOUTH HS (CANCELLED)	
12/4/90	MISSOURI REP THEATRE 5100 Rockhill	THEIS, CONNER, DICKEY
12/8/90	JOHNSON CO. COM. COL. Overland Park, Ks.	DR. PHIL ORLANDO

(con'd.)

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To:

From: Mr. Edward Watkins,Asst. Principal, Paseo Academy of F/PA

Subject: SCHOOL FIELD TRIPS

Date: MAY 6, 1991

SCHOOL FIELD TRIPS

DECEMBER, 1990 (con'd)

12/11/90	Destination:	Kansas City City Hall	Sponsor:	Dr. Phil.Orlando
12/12/90 Wed.	"	King Louie West, Ice Chateau 8788 Metcalf	"	Debbie R. Maher
12/13/90	"	Folly Theatre 12th Broadway	"	Karen Dickey
12/13/90	"	Country Club Christian Church Ward Parkway	"	Dr. Orlando
12/14/90	"	Folly Theatre 12th Broadway	"	Karen Dickey
12/14/90	"	Children's Mercy Hospital	"	Dr. Orlando
12/14/90	"	Folly Theatre 300 W. 12th	"	Liz Ernst
12/18/90	"	Missouri City School	"	Dr. Orlando
12/19/90	"	K.C.Mo Board of Ed Bldg,1211 McGee	"	Dr. Orlando
12/20/90	"	Hyatt Regency Hotel and Truman Med. Center	"	Dr. Orlando
12/20/90	"	Evergreen Retirment Inn 1111 W. 39th	"	Stephen Sampsell
"	"	Brush Creek Manor nursing Home 3918 Charlotte	"	"
"	"	The Chatham 3701 Broadway	"	"

(con'd.)

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SCHOOL FIELD TRIPS

DECEMBER 1990 (con'd)

12/21/90	Destination:	Board of Ed Bldg(Cancelled)	Dr. Orlando

JANUARY, 1991

01/07/91	Destination:	Hyatt Regency Hotel	Sponsor:	Dr. Orlando
01/08/91	"	" " "	"	"
01/09/91	"	Linda Hall-UMKC Main Entrance 5109 Cherry	"	Kathy Ketchum
1/16/91	"	Wyandotte Skating Rink 7838 Washington	"	Debbie Maher
1/17/91	"	Internal Revenue U.S. Fed. Building	"	Dr. Orlando
1/30/91	"	Pershing 2 and KCAI-Kemper Gallery Pershing & Main	"	Dannr S. Pike

FEBRUARY, 1991

02/15/91	"	UMKC and Plaza Theatre 51st Rockhill 47th Wyandotte	"	Patricia Vargas
02/20/91	"	Blue Valley North HS Olathe South HS	"	Dr. Orlando
02/21/91	"	Federal Bldg (IRS) Bannister Rd	"	Dr. Orlando
02/22/91	"	Avila College 11100 Wornall Rd.	"	Patti Bippus

(con'd)

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FEBRUARY, 1991	DESTINATION	SPONSOR
2/26/91	AVILA COLLEGE 11901 Wornall Rd.	DANNE PIKE
2/28/91	UMKC Helen Spencer Theatre	MELODY K. CONNER
2/28/91	HARTMAN ELEMENTARY 8111 Oak	L. ERNST, J. THEIS, P. ORLANDO
MARCH, 1991		
03/6/91	AVILA COLLEGE 11901 Wornall Rd.	STEPHEN SAMPSELL
03/7/91	AVILA COLLEGE 11901 Wornall Goppert Theatre	STEPHEN SAMPSELL
03/11/91	AVILA COLLEGE 11901 Wornall Rd.	ED WATKINS RUSTY NEWTON
03/11/91	AVILA COLLEGE 11901 Wornall Rd. Ridgeway Hall	MRS. NEWTON
03/12/91	NELSON GALLERY 47th Oak 12:30-2:15	DANNE PIKE
03/12/91	NELSON GALLERY 47th Oak 10:00 AM - 2:00 P.M.	
3/15/91	FEDERAL RESERVE BANK 925 Grand	LON WEST/LIZ ALLISON
3/15/91	FINE ARTS THEATRE 5252 Johnson Dr.	CYNTHIA GOODE

(con'd.)

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BEST COPY AVAILABLE

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SCHOOL FIELD TRIPS

MARCH, 1991	DESTINATION	SPONSOR
3/20/91	SWOPE PARK ZOO (CANCELLED)	
3/21/91	MISSOURI REP THEATRE 51st Rockhill Rd.	THEIS,CONNER,DICKEY, KLUTTZ
3/22/91	UNIVERSITY OF KANSAS Lawrence, Kansas	Dr. PHILLIP M. ORLANDO
3/22/91	CMSU CAMPUS Warrensburg, Mo.	DANNE S. PIKE
APRIL, 1991		
04/02/91	MISSOURI REP THEATRE 51st & Rockhill Rd.	THEIS, CONNER, DICKEY
04/06/91	CMSU Music Dept. Warrensburg, Mo.	STEPHEN SAMPSELL
04/10/91	BARTLE HALL 301 W. 13th	KATHY KETCHUM
04/16/91	UNIVERSITY OF IOWA Iowa City, Iowa	DR. PHILLIP M. ORLANDO
4/22/91	PARK COLLEGE-Parkville WILLIAM JEWELL-Liberty	KATHY TOSOLINI
4/24-25/91	PIONEER COM. COLLEGE (Cancelled) 2700 E. 18th	MRS. CLARK
4/26/91	UNIVERSITY OF MISSOURI Music Dept Columbia, Mo.	STEPHAN SAMPSELL

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MAY, 1991	DESTINATION	SPONSOR
05/01/91	4747 FLORA	ED WATKINS
05/07/91	MIDDLE SCHOOL #1	STEPHEN SAMPSELL
05/07/91	KANSAS CITY MID SCHOOL OF ARTS	STEPHEN SAMPSELL
05/08/91	MESERVEY	STEPHEN SAMPSELL
05/09/91	NEW GLADSTONE	STEPHEN SAMPSELL
05/09/91	LONGFELLOW	STEPHEN SAMPSELL
05/10/91	BANNISTER MALL 87th/95th I-435	LIZ ALLISON
05/22/91	AM. HEARTLAND THEATRE Crown Center	THEIS, CONNER, DICKEY
05/23/91	RUSKIN HIGH SCHOOL 7000 E. 111th St.	DUDLEY HOGUE
05/24/91	CITY HALL-K.C. MO 414 E. 12th St.	JOHN W. HOPKINS
05/28/91	WORLDS OF FUN 4545 Worlds of Fun Ave.	JEFFREY L. SIGLER

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